

*Papua New Guinea***SURVEY OF DISTANCE EDUCATION IN PAPUA NEW GUINEA**

**COUNTRY PROFILE** *Papua New Guinea is an independent country which emerged from the former Australian Territory of Papua and the UN Trust Territory of New Guinea in 1949 and became independent on September 16, 1975. Consisting of the eastern half of the island of New Guinea and the adjacent islands, Papua New Guinea has a land area of 183,000 square miles (473,000 square kilometres). In addition to the eastern half of New Guinea Island, the country includes New Britain, New Ireland, the Admiralty Islands, and New Hanover in the Bismarck Archipelago; Bougainville and Buka in the northern Solomon Islands; Woodlark (Murua) Island; and the Louisiade Archipelago. The capital is Port Moresby.*

*Economy, Population and Demography:* A market economy. Papua New Guinea's economy is primarily agricultural with potentials in mineral and oil deposits, tourism and service industries. Copper, coffee, cacao, copra, coconut oil, lumber and plywood, rubber, tea and pyrethrum extracts are principal exports. Forest covers much of the country and lumber production has steadily expanded. In developing country terms, Papua New Guinea is considered to be a relatively rich country. Gross domestic product was some \$US 2.5 billion in 1992 and the country has considerable potential in terms of political stability and mineral endowment (gold, silver, manganese, and copper). After a real growth rate of 4% in 1988, the economy contracted by 3% in 1989 but grew by 9.5% in 1991 and 9% in 1992. Gold deposits at Porgera and Lihir Island and oil discoveries at Iagifu illustrate the rich mineral potential of the country. Papua New Guinea is a young, developing country with a population of 3.9 million people of which some 60% are under the age of 25 years. Papua New Guinea has an annual growth rate of 2.7% and the total population is expected to rise to around 5 million by the end of the century. At that time some 50% of the population will be under the age of 18 years. Of the present total population, 87% are villagers who live as subsistence farmers in rural areas. Only 5% of rural people are involved in the cash economy, particularly in the coffee industry. Fifteen percent of the population are employed by government or private enterprise and most of these people live in towns and cities.

*Language of Instruction:* English. This is the policy for all educational institutions. There is no definite plan to develop any distance education courses in languages such as "tok ples" (local languages) or "tok pisen" (a form of Melanesian pidgin english) as there are many languages in Papua New Guinea.

*Educational  
System:*

The formal education system is managed both at the national level by the National Department of Education whose role is the development of national curricula, policy and standards and at the local level by provincial governments who are responsible for schools and the employment of teachers. The school system consists of community schools (Grades 1-6), provincial high school (Grades 7-10), national high schools (Grades 11-12), technical and further education facilities, a non-formal system and tertiary education. Only two-thirds of the age cohorts between 7 and 12 years of age attend school. Participation rates in lower secondary education is 16% and by upper secondary it drops to just 1% in the formal education system. In 1992, from the total of 47,521 students in Grade 6, only 1,083 remained in Grade 11, indicating not only the poor continuation rate but demonstrating the potential number of distance education students for the College of Distance Education and Extension Studies Department from the school age population who miss out on places in conventional schools. There are non-government education institutions in the form of church schools (Grade 1-10) which follow national curricula and objectives and an international school structure (Grade 1-12) which follows Australian curricula.

*Communication  
Infra-structure:*

Papua New Guinea has access to modern communication technology in the form of domestic and international subscriber telephone dialling facilities, facsimile and computer links. Domestic and satellite television is also available in many parts of the country. Government policy forecasts the use of a domestic satellite to enhance communication facilities in the late 1990s. The existing communication system is effective, although a lack of trained technicians for repair work hampers efficiency of the system at times. The system is mostly restricted to urbanized areas but the greater proportion of the population live in rural areas. So while the system is effective, it is not readily available by the entire population.

**OVERVIEW OF  
DISTANCE  
EDUCATION:**

Distance education in Papua New Guinea has developed from correspondence education. Its major role is to provide education for school age population, and matriculation studies together with foundation university courses and degree and diploma programmes. Distance education is expected to be closely attuned to the current changes in the economy and to provide relevant courses for the vast majority of the population, who will not be able to enter the wage sector of the economy due to the small number of jobs available in the country. Major distance education institutions are the College of Distance Education; Extension Studies Department, University of Papua New Guinea; and Extension Services, Pacific Adventist College.

<i>Factors Leading to Establishment of DE Programme:</i>	The need to provide education (Grade 7-12) to school age populations who leave conventional schools and to supplement secondary school graduates who wish to pursue higher education.
<i>Year of Establishment:</i>	1952 by the establishment of the Correspondence School, now the College of Distance Education.
<i>Media for Distance Education:</i>	Media used in distance education vary from institution to institution. The College of Distance Education makes use of teaching materials in print form and study groups at College centres in all nineteen provinces in the country. The University of Papua New Guinea's Extension Studies Department also employs print media, <i>Lahara</i> (summer schools) residential sessions, face-to-face tutorial sessions in University centres and local areas. Provincial university centres are used as delivery of distance education services. Broadcast media such as radio broadcasts are used for organizational and publicity purposes but not for teaching.
<i>Sources of Financial Supports:</i>	Financial supports are from the national budget which is considerably low. The national yearly expenditure on education in 1992 represents 0.5% of the gross domestic product; 0.01% of which is for distance education. In 1990, only 3.11% was allocated to the College of Distance Education as compared to other sectors. Similarly, in 1992 for the University of Papua New Guinea's Extension Studies Department, with 6,638 Grade 11-12 students, only US\$396,000 was allocated as compared to an annual budget of US\$900,000 provided to only one of the four existing national high schools which caters for only 500 students.
<i>Trends of Development in Distance Education:</i>	Distance education in Papua New Guinea has progressively expanded since the 1950's in terms of student numbers, and the number and kinds of institutions offering distance education courses. The Pacific Adventist College offers secondary education courses in Papua New Guinea and is the centre of a drive into the South Pacific region. The Department of Health, Post and Telecommunications, Papua New Guinea Electricity Commission and the Police Department have incorporated distance education courses into their training programmes. In addition, overseas distance institutions, some reputable, and others less so, regularly advertise in Papua New Guinea newspapers. The growth of institutions involved in distance education, together with a number of conference recommendations, led to the formation of the Papua New Guinea Association for Distance in 1989.
<i>Legal Status:</i>	Distance education is not referred to separately as such in government legislation but comes under the charter of several acts of parliament. The College of Distance Education is the only distance education institution in the national education system and is

embodied in the Education Act (1976). The Department of Extension Studies is included in the charter of the University of Papua New Guinea Act (1966). The Extension Services at the Pacific Adventist College is established within the Pacific Adventist College Act (1983). The Higher Education Plan of the Commission for Higher Education is the most recent official statement concerning the growing role of distance education and it is expressed in terms of human development in Papua New Guinea and the relative cost effectiveness of this form of education in comparison to conventional forms of education.

*Aims:* The aims of distance education in Papua New Guinea are reflected in the aims of individual distance education institutions mainly to provide opportunities to those who have not enjoyed the benefits of a secondary education, to upgrade the qualifications and skills of the employed and generally improve educational standards throughout the country.

*Control and Management:* Distance education in Papua New Guinea is a nationally organized structure offered through two major institutions--the University of Papua New Guinea and the National Department of Education's College of Distance Education. Provincial governments play a financing role in the establishment of University centres in their provinces, but the management of those centres remains the responsibility of the University. Needs assessment and future development of distance services in provinces receive input from provincial governments through consultative means but ultimately planning, and curriculum development rest with the University. The Pacific Adventist College (PAC), the only private distance education institution in Papua New Guinea, is controlled by its own governing council which oversees the initiatives of Extension Services as well as the other activities of the College.

*Instructional System:* Distance education instructional methods in Papua New Guinea consist predominantly of print based materials. Computer aided instruction, teleconferencing, and interactive video are not used at all. Radio and audio cassettes are used to a limited extent. The print materials are often supported by face-to-face tutorials although the availability of tutorials tends to be restricted to larger populated areas where suitable part time tutors are available.

*Geographical coverage:* Nation-wide coverage through provincial distance education centres administered by the University of Papua New Guinea and the College of Distance Education. However, since the centres are situated in provincial capitals, some students who live in remote areas may be restricted in their access to the tutorial provision available at these centres.

<i>Research Activities:</i>	Research in distance education in Papua New Guinea is limited and mostly consists of research by individuals aimed at higher degrees, and journal and conference papers. On-going research again consists of individual work at the Ph.D. level by two academics within the Department of Extension Studies and research aimed at publication in journals. The Department of Extension Studies has recently established a one year, research officer position to develop a computerized statistical base for Extension Studies to monitor the progress of students. Little research has been carried out at the College of Distance Education due to staffing pressures and the lack of research skills amongst staff.
<i>Enrollment and Graduates in Distance Education Programmes:</i>	In 1992, the total enrollment of distance education students in Papua New Guinea was 43,875 of which 36,278 was in the College of Distance Education's secondary programme. Total accumulated graduates in all institutions and all levels from 1985-1990 were 2,875, with a success rate of about 49.6% at the Extension Studies Department.
<i>International Affiliation and Cooperation:</i>	Both Extension Studies and the College of Distance Education are affiliated with ASPESA, ICDE, the Commonwealth of Learning, and the Papua New Guinea Association of Distance Education.
<i>Problems and Constraints:</i>	(1) The long process of course development involving several committee structures to be consulted and changes in overseas staff have interrupted that development; (2) the assessment of the effectiveness of distance education based merely on student achievement without taking into consideration other non-academic aspects; (3) lack of an adequate infrastructure to support distance education initiatives, such as regional study facilities, suitably qualified tutors, materials production systems, and technological capacity; (4) lack of trained national staff entering the field of distance education, especially in the area of curriculum development and course writing; and (5) need for full understanding of the existing rationale and practices of distance education in order for distance education to realign itself with the needs and expectations of a society undergoing rapid change.

**LIST OF  
DISTANCE  
EDUCATION  
INSTITUTIONS:**

1. College of Education, National Department of Education
2. Department of Extension Studies, University of Papua New Guinea
3. Extension Services, Pacific Adventist College.

## COLLEGE OF DISTANCE EDUCATION NATIONAL DEPARTMENT OF EDUCATION

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### INSTITUTIONAL DATA

*Year of Establishment:* 1952 as the Correspondence School; later renamed the School of External Studies (1967), College of External Studies (1978), and College of Distance Education (1988).

*Name of Head:* Mr. Dikana Kema  
*Position:* Principal  
*Address:* P.O. Box 500  
Konedobu, Papua New Guinea.

*Telephone:* 212311  
*Fax:* 212492

**Nature of institution:** Distance teaching only.

**Educational levels provided for DE programmes:**

1. Secondary for children and adults
2. Diploma and certificates.

<b>Titles and levels of DE programmes:</b>	<i>Title</i>	<i>Level</i>
	1. Secondary Studies (Grades 7-10)	Secondary
	2. Certificate in Business Studies	Certificate.

**Governance:** A national establishment within the National Department of Education.

**Objectives:** The primary aims of the College of Distance Education as stated in the Shaw Report (1986) are (1) to develop the students' physical, moral, intellectual, social, emotional and spiritual dimensions; (2) to develop the students' potential to grow in knowledge, wisdom, understanding, skills and goodness; (3) to develop a sense of personal discipline and responsibility towards the self and the wider community. Special aims are to (1) provide an opportunity for people who have not enjoyed the benefits of a secondary education; (2) upgrade the qualifications and skills of people already in employment; (3) upgrade the qualifications and skills of people who wish to further their education; (4) provide enrichment for the love of learning and self-improvement; (5) encourage people to be occupation-creators with self-motivation and initiative, rather than job-takers; and (6) provide skills-oriented subjects: e.g. technical and agriculture courses. These

aims are directed to the following objectives:

1. Personal development
2. Vocational development
3. Compensatory nature
4. Equality of educational opportunity
5. National development.

**Sources of financial support of DE programmes:**

*Tuition and Fees:*

1. The student pays all tuition expenses by himself/herself in the amount of US\$45.00 per course for Secondary Studies, and US\$60.00 per course for Certificate in Business Studies.
2. In addition, a sum of US\$50,000.00 is available per year as a government subsidy for needy students.

*Budget:*

Approximate annual budget for distance education of this institution for 1990 was US\$1,600,000.

**Trends of development of DE resources and activities:**

*Expanded:*

Financial provision  
Distance education programmes  
Local study centres  
Study materials and textbooks  
Teaching force  
Face-to-face sessions.

*Decreased:*

Variety of programmes and courses offered.

*Stable:*

Library resources.

*Not applicable:*

Telecommunication equipment  
Broadcast programmes  
Audio-visual aids.

**Trends of enrollment in DE Programmes:**

Increasing.

**Number of current DE students:**

Records only relate to subject enrollments.

**Number of annual intake of DE students:**

27,780 subject enrollments (1990).

<b>Number of students currently enrolled in each DE level:</b>	<u>Level of Education</u> 1. Secondary 2. Certificate	<u>Enrolment Figure By Subject enrollment</u> 27,780 610
<b>Number of annual DE graduates:</b>	584 (1990).	
<b>Accumulative number of DE graduates:</b>	Since 1985 (Records prior to 1985 either not kept or considered in accurate): (1) Secondary Studies: 2,250 students have completed Grade 10; (2) Business Studies: 7 students have completed the Certificate in Business Studies.	
<b>Components of personnel in DE:</b>	A mix of full-time and part-time staff members.	
<b>Number of full-time staff:</b>	Academic: 40 Non-academic: 117 Total: 157	
<b>Number of part-time staff:</b>	Academic: 150-200 markers Non-academic: none Total: 150-200.	
<b>Number of Courses and programmes:</b>	Number of courses offered: 30. Number of programmes offered: 2.	
<b>Production of teaching materials/media:</b>	<p>Teaching materials and media are produced by individual course writers according to the syllabus guidelines as set down for the provincial high school by the National Department of Education. Textbooks as recommended by the NDE form the basis of the College of Distance Education's materials with appropriate adaptation for a distance learning context.</p> <p>A course plan is established which consists of objectives and aims followed by unit outlines which make up a course of study. These outlines are approved by members of the relevant subject department sub-committee and are then forwarded to the College Academic Advisory Committee, which is made up of representatives from the Governing Council of the CODE, the NDE, College Academic Staff, and University and provincial high schools, for approval.</p> <p>The stages are: (1) Develop course syllabus according to the NDE guideline; (2) Develop a course plan/course of study; (3) Submit the course of study for approval by designated bodies; (4) write the draft materials by individual subject specialists; (5) Review of the draft by the subject sub-committee; (6) rewrite the materials; (7) Forward the draft materials to the Deputy Principal of the College for editing; (8) Submit the final draft to the Academic Advisory Committee for</p>	



approval; and (9) Get final ratification from the Governing Council of the College.

**Regional/Study  
Centres:**

Available.

**Number of centres:**

Approximately 200.

**Operators of the  
centres:**

Run by College of Distance Education, Community Schools, Church Groups, and Voluntary Organizations.

**Sources of financial  
supports:**

The national government and student fees.

**Major functions of the  
centres:**

Enrollment, tutorials, examinations, counselling, publicity and expansion.

**Overall student  
Profile:**

**Age distribution:**

<i>Years:</i>	<i>Proportion (%)</i>
Under 21	80.0
Between 21-60	20.0
<u>Total:</u>	<u>100.0</u>

**Gender distribution:**

<i>Sex:</i>	<i>(%)</i>
Male	75.0
Female	25.0
<u>Total:</u>	<u>100.0</u>

**Income Level:**

Data not available.

**Geographical  
distribution:**

<i>Areas:</i>	<i>(%)</i>
Urban	40.0
Rural	60.0
<u>Total:</u>	<u>100.0</u>

**Occupational and  
Ethnic Composition  
of DE Students:**

**Ethnic Composition:** All Papua New Guinea nationals.

**Occupational distribution:** Majority of students are unemployed. Remainders are public servants and self-employed.

**Future development:**

Possible distance education development in the next 5-10 years are: (1) Increase in academic and non-academic staff in provincial centres; (2) New building to commence in 1991; (3) Increase in academic positions for course preparation and evaluation; (4) Increase course offerings--possibly vocational courses and introductory Grade 11-12 courses.

**Major obstacles for  
implementing  
distance education:**

Major problems are (1) Inadequate funding; (2) Relatively poor communication with students by mail and telephone; (3) Geographical difficulties contributing to poor turn around time of assignments; and (4) Inadequate course evaluation and statistical procedures to monitor overall operations.

**Affiliation with  
regional and  
international DE  
organizations:**

ICDE  
ASPESA  
PNG-ADE (PNG Association for Distance Education)  
SPADE (South Pacific Association for Distance Education (newly developing)).

**PROGRAMMES  
OF INSTRUCTION,  
MEDIA,  
METHODS,  
& EVALUATION**

**List of Programmes:**

1. Certificate in Business Studies
2. Secondary Studies (Grade 7-10)

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## PROGRAMME I: *CERTIFICATE IN BUSINESS STUDIES*

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<b>Level:</b>	Certificate.
<b>Courses of instruction:</b>	<i>Commercial and management studies:</i> Accountancy/Bookkeeping Business administration Office/Secretarial studies Business English Business Communication Mathematics.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course:</i> 28 hours depending on course. <i>Total number of weeks per course:</i> 24 weeks. <i>Total number of courses making up programmes:</i> 17 courses.
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts Face-to-face tutoring Regional services. <i>Dominant:</i> study centres Face-to-face counselling. <i>Least dominant:</i> Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Completed Grade 10 of general education or Grade 8 or 9 but must have at least two years work experience.
<b>Number of students:</b>	610.
<b>Annual intake of DE students:</b>	On demand.
<b>Evaluation:</b> <i>Continuous assessment:</i>	Written assignments for submission

*Final assessment:* Written final examinations;

**Educational and  
employment  
arrangements for  
graduates:** None.

**Profile of students  
in this level:** *By Educational Background:* Data not available.

*By Employment:* Data not available.

*By types of career:* Data not available.

*By gender:* Data not available.

**Acceptance of  
certificate, diploma,  
and degree:** The final award given by the CODE is accepted as equal to a comparable award given by a non-distance education institution.

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**PROGRAMME II: SECONDARY STUDIES (GRADES 7-10)**

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<b>Level:</b>	Secondary.
<b>Courses of instruction:</b>	<i>Grades 7-8</i> English Mathematics Social science Science Commerce. <i>Grades 9-10</i> English Formal mathematics Practical mathematics Social science Commerce Neighboring countries Environmental studies.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course:</i> Unspecified, depending on course. <i>Total number of weeks per course:</i> 36. <i>Total number of courses making up programmes:</i> 16.
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts Face-to-face tutoring Regional services. <i>Dominant:</i> Study centres Face-to-face counselling Kits Practical work. <i>Least dominant:</i> Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Students must pass competitive examinations.
<b>Number of students:</b>	27,789.

<b>Annual intake of DE students:</b>	On demand.
<b>Evaluation:</b>	
<i>Continuous assessment:</i>	1. Written assignments for submission 2. Written regular tests.
<i>Final assessment:</i>	Written final examinations.
<b>Educational and employment arrangements for graduates:</b>	Successful completion could lead to Grade 11-12 studies with the University of Papua New Guinea Extension Studies.
<b>Profile of students in this level:</b>	<p><i>By Educational Background:</i> Data not available.</p> <p><i>By Employment:</i> Data not available.</p> <p><i>By types of career:</i> Data not available.</p> <p><i>By gender:</i> Data not available.</p>
<b>Acceptance of certificate, diploma, and degree:</b>	The final award given by the CODE is accepted as equal to a comparable award given by a non-distance education institution as all courses follow official provincial high school curriculum and have parity with high school qualifications. All CODE students sit for Grade 10 examinations identical to those of other high school students.

## INSTITUTE OF DISTANCE AND CONTINUING EDUCATION UNIVERSITY OF PAPUA NEW GUINEA

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### INSTITUTIONAL DATA

*Year of Establishment:* 1994. (Reorganized from Department of Extension Studies, established 1976)

*Name of Head:* **Professor H. Markowitz**

*Position:* **Director**

*Address:* P.O. Box 341  
University Post Office  
Papua New Guinea.

*Telephone:* 267450

*Telex:* NE 22366

*Fax:* 267187

**Nature of institution:** Conventional institution with distance education department.

**Educational levels provided for DE programmes:**

1. Secondary for adults and 10th grade leavers.
2. Diploma and certificates
3. Pre-degree.

<b>Titles and levels of DE programmes:</b>	<i>Title</i>	<i>Level</i>
	1. Matriculation Studies	Secondary (Adults)
	2. Foundation Year	Pre-degree
	3. Diploma in Teaching	Diploma
	4. Diploma in Commerce	Diploma
	5. Diploma in Library and Information Studies	Diploma (Selected courses)
	6. Bachelor of Education	(Selected courses).

**Governance:** A national non-distance education university complemented with a distance education department.

**Objectives:** The aims of distance education at the University of Papua New Guinea are to (1) reach the greatest number of people throughout the nation; (2) improve study opportunities for people living and working in remote areas; (3) give mature people a chance to improve their qualifications and skills, and thus compete for promotions at work; (4)

generally improve education standards throughout the country; (5) allow people to study as they continue to work; (6) upgrade the qualifications, particularly of school teachers, who have such an important role to play in a new nation; (7) provide education at a low cost to students and the government by saving on scholarships, accommodation and capital costs; and (8) further the education of women. These aims are directed to the following objectives:

1. National development.
2. Personal development.
3. Vocational development.
4. Compensatory nature.
5. Equality of educational opportunity.

**Sources of financial support of DE programmes:**

*Tuition and Fees:*

1. The employer who recommends the student to attend distance education pays all tuition expenses (for some students);
2. The student pays all tuition expenses by himself/herself in the amount of US\$50.00 per course.

*Budget:*

Approximate annual budget for distance education of this institution for 1990 was US\$345,000. In addition, a sum of US\$250,000.00 is provided by provincial governments for 10 provincial study centres.

**Trends of development of DE resources and activities:**

*Expanded:*

Financial provision  
Distance education programmes  
Local study centres  
Study materials and textbooks  
Teaching force  
Variety of courses offered  
Face-to-face sessions  
Library resources  
Course writers.

*Decreased:* None.

*Stable:* None.

*Not applicable:*

Telecommunication equipment  
Broadcast programmes  
Audio-visual aids.

**Trends of enrollment in DE Programmes:**

Increasing.

**Number of current DE students:**

9,980 (1993) course enrolments. Head count not available.



<b>Number of annual intake of DE students:</b>	No restriction on enrollment.		
<b>Number of students currently enrolled in each DE level:</b>	1. Secondary (Adults)	8,580	Approximate course enrolments (not students) for 1993.
	2. Pre-degree	150	
	3. Diploma	1,200 (Estimate)	
	4. Degree	50	
<b>Number of annual DE graduates:</b>	150.		
<b>Accumulative number of DE graduates:</b>	Data not available.		
<b>Components of personnel in DE:</b>	A mix of full-time and part-time staff members.		
<b>Number of full-time staff:</b>	Academic: 17 Non-academic: 11 Total: 28.		
<b>Number of part-time staff:</b>	Academic: App. 70 part-time tutors. Non-academic: None. Total: 70.		
<b>Number of Courses and programmes:</b>	Number of courses offered: 43. Number of programmes offered: 7.		
<b>Production of teaching materials/media:</b>	Courses of study are prepared in four ways: (1) The Institute provides academic and technical support to on-campus teaching departments to externalize existing on-campus courses. The teaching department has full responsibility for course development including the allocation of a staff member to write the course. The Institute plays an advisory and supportive role; (2) Academic staff of the Institute are requested to take full responsibility for the externalization of internal courses by the on-campus teaching department. The teaching department becomes an advisory and supportive body and reviews draft material and is required to approve the course structure and content; (3) Consultants are contracted to write course materials to a camera ready stage. Consultants are fully responsible for the development of the course. The Institute through its academic coordinator positions offers advice on externalization. Technical support in terms of editing and layout is provided as appropriate; and (4) Academic staff of the Institute have full responsibility for the externalization of courses which are offered solely through the Department of Extension Studies and are not offered on a full time, on-campus basis (e.g. matriculation courses).		

In all cases, draft of course materials which may be prepared by individuals or in a team are presented to committees consisting of Institute and on-campus staff and non-university personnel where appropriate for critique. The committee stage may require several meetings as materials are reworked. All courses, after they have been accepted by the teaching department and Institute, must be submitted to the University Planning Committee for approval; then to the Academic Board of the University and finally to the University Council for ratification.

**Regional/Study  
Centres:**

Available in the form of provincial centres.

*Number of centres:* 10.

*Operators of the  
centres:*

These centres are run by the University of Papua New Guinea.

*Sources of financial  
supports:*

National and Provincial governments as well as students fees.

*Major functions of the  
centres:*

Major functions of these centres are for publicity, tutorials, examination centres, counselling, and selection through competitive examinations.

**Overall student  
Profile:**  
*Age distribution:*

*Proportion*

<i>Years:</i>	<i>(%)</i>
Under 21	30.0
21-30	35.0
31-40	30.0
41-50	5.0
<u>Total:</u>	<u>100.0</u>

*Gender distribution:*

<i>Sex:</i>	<i>(%)</i>
Male	80.0
Female	20.0
<u>Total:</u>	<u>100.0</u>

*Income Level:*

<i>Level:</i>	<i>(%)</i>
Top	10.0
Middle	70.0
Bottom	20.0
<u>Total:</u>	<u>100.0</u>

*Geographical  
distribution:*

<i>Areas:</i>	<i>(%)</i>
Urban	55.0
Rural	45.0
<u>Total:</u>	<u>100.0</u>

**Occupational and  
Ethnic Composition  
of DE Students:**

*Ethnic Composition:* 99% Papua New Guinea nationals.  
*Occupational distribution:* Majority of students are public servants (teachers, police, clerks, health workers, Accountants).

**Future development:**

Possible distance education development in the next 5-10 years are: (1) A US\$1.5 million building; (2) Introduction of new programmes; (3) Staff expansion in course development; and (4) Localization of course developer positions.

**Major obstacles for  
implementing  
distance education:**

Major problems are (1) Infrastructure weakness (e.g printing materials, communication with students); (2) Lack of suitably qualified Papua New Guineans; and (3) Lack of funding which hinders expansion, training and education.

**Affiliation with  
regional and  
international DE  
organizations:**

ICDE  
ASPESA  
Commonwealth of Learning  
PNG-ADE (PNG Association for Distance Education).  
PIRADE (Pacific Islands Regional Association for Distance Education)

**PROGRAMMES  
OF INSTRUCTION,  
MEDIA,  
METHODS,  
& EVALUATION:**

List of Programmes:  
Pre-Matriculation Programme  
1. Adult Matriculation Programme  
2. Foundation Year  
3. Diploma in Library and Information Studies  
4. Diploma in Commerce  
5. Diploma in Teaching (Primary)  
6. Bachelor of Education

Pre-Matriculation  
Basic Maths  
Basic English

Students:

## PROGRAMME I: ADULT MATRICULATION PROGRAMME

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**Level:** Secondary.

**Courses of instruction:** *Humanities:*  
History: Asia and the modern world  
History of science and technology.  
*Languages and literature:*  
Linguistics  
Language: English  
Literature: International.  
*Physical Science:*  
Chemistry  
Physics.  
*Biological Science and Technology:*  
General biology and life sciences.  
*Mathematics:*  
Mathematics for secondary level.  
*Social Sciences:*  
Economics  
Geography: global approach.  
Issues in development in Papua New Guinea.

**Length of course:** *Minimum number of study hours per week per course: 6.*  
*Total number of weeks per course: 17.*  
*Total number of courses making up programmes: 8.*

**Media and methods:** *Most dominant:*  
Printed correspondence texts  
Regional services.  
*Dominant:*  
Face-to-face tutoring  
Face-to-face counselling  
Study centers.  
*Least dominant:*  
Counselling by telephone  
Tutorial via mailing  
Telephone tutoring  
Kits  
Practical work.

**Language of instruction:** English.

<b>Admission requirements:</b>	1. Student must pass a competitive examination 2. Student must be a citizen of Papua New Guinea.																										
<b>Number of students:</b>	Data not available.																										
<b>Annual intake of DE students:</b>	On demand.																										
<b>Evaluation:</b> <i>Continuous assessment:</i>	Written assignments for submission.																										
<i>Final assessment:</i>	Written final examinations.																										
<b>Educational and employment arrangements for graduates:</b>	Entry to university programmes and to public service employment.																										
<b>Profile of students in this level:</b>	<table> <tr> <td><i>By Educational Background:</i></td><td><u>Proportion</u> (%)</td></tr> <tr> <td>Secondary/high school leavers (ages 16-19):</td><td>40.0</td></tr> <tr> <td>Others:</td><td>60.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table> <table> <tr> <td><i>By Employment:</i></td><td>(%)</td></tr> <tr> <td>Full-time public employees:</td><td>40.0</td></tr> <tr> <td>Full-time private employees:</td><td>20.0</td></tr> <tr> <td>Others:</td><td>40.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table> <i>By types of career:</i> Data not available.  <table> <tr> <td><i>By gender:</i></td><td>(%)</td></tr> <tr> <td>Male:</td><td>80.0</td></tr> <tr> <td>Female:</td><td>20.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table>	<i>By Educational Background:</i>	<u>Proportion</u> (%)	Secondary/high school leavers (ages 16-19):	40.0	Others:	60.0	<u>Total:</u>	<u>100.0</u>	<i>By Employment:</i>	(%)	Full-time public employees:	40.0	Full-time private employees:	20.0	Others:	40.0	<u>Total:</u>	<u>100.0</u>	<i>By gender:</i>	(%)	Male:	80.0	Female:	20.0	<u>Total:</u>	<u>100.0</u>
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Male:	80.0																										
Female:	20.0																										
<u>Total:</u>	<u>100.0</u>																										
<b>Acceptance of certificate, diploma, and degree:</b>	The final award given by the Department of Extension Studies is comparable to Grade 11-12 offered by the high school system and accepted as entry to public service and university studies.																										

## PROGRAMME II: *FOUNDATION YEAR PROGRAMME*

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<b>Level:</b>	Pre-degree.
<b>Courses of instruction:</b>	<i>Humanities:</i> Contemporary and Cultural studies History: National Psychology. <i>Languages and literature:</i> Communication and Language. <i>Mathematics:</i> <i>Social Sciences:</i> Economics
<b>Length of course:</b>	<i>Minimum number of study hours per week per course: 6.</i> <i>Total number of weeks per course: 17.</i> <i>Total number of courses making up programmes: 8.</i>
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Face-to-face tutoring Telephone tutoring Counselling by telephone. <i>Least dominant:</i> Face-to-face counselling Tutorial via mailing.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	1. Student must pass a competitive examination 2. Student must have matriculation status.
<b>Number of students:</b>	
<b>Annual intake of DE students:</b>	On demand.
<b>Evaluation:</b> <i>Continuous assessment:</i>	Written assignments for submission.

**Final assessment:** Written final examinations.

**Educational and employment arrangements for graduates:** Successful completion leads to admission to degree studies at UPNG.

**Profile of students in this level:**

*By Educational Background:*

	<u>Proportion</u> (%)
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Secondary/high school leavers (ages 16-19):	20.0
Others:	80.0
<u>Total:</u>	<u>100.0</u>

*By Employment:* (%)

Full-time public employees:	40.0
Full-time private employees:	40.0
Others:	20.0
<u>Total:</u>	<u>100.0</u>

*By types of career:* (%)

Housewives:	10.0
Others:	90.0
<u>Total:</u>	<u>100.0</u>

*By gender:* (%)

Male:	80.0
Female:	20.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of certificate, diploma, and degree:** This is a programme specifically for continuation to a degree programme at UPNG and is not similar to any programme offered by non-distance education institutions.

### **PROGRAMME III: DIPLOMA IN LIBRARY AND INFORMATION STUDIES**

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<b>Level:</b>	Diploma.
<b>Courses of instruction:</b>	<i>Humanities:</i> Psychology. <i>Languages and literature:</i> Communication and Language. <i>Mathematics:</i> Library studies Introduction to Library and Information Studies.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course:</i> 6. <i>Total number of weeks per course:</i> 17. <i>Total number of courses making up programmes:</i> 16.
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Face-to-face tutoring. <i>Least dominant:</i> None.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Student must 1. have matriculation status 2. have at least one year work experience.
<b>Number of students:</b>	55.
<b>Annual intake of DE students:</b>	On demand.
<b>Evaluation:</b>	
<i>Continuous assessment:</i>	Written assignments for submission.
<i>Final assessment:</i>	Written final examinations.
<b>Educational and employment arrangements for graduates:</b>	An in-service qualification for employees working in the area.



**Profile of students  
in this level:**

*By Educational Background:* Data not available.

*By Employment:* All are full-time public employees.

<i>By types of career:</i>	(%)
In-service training:	30.0
Housewives:	-
Others:	70.0
<u>Total:</u>	<u>100.0</u>

<i>By gender:</i>	(%)
Male:	40.0
Female:	60.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of  
certificate, diploma,  
and degree:**

No similar award is given by a non-distance education institution.

## PROGRAMME IV: *DIPLOMA IN COMMERCE*

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<b>Level:</b>	Diploma.
<b>Courses of instruction:</b>	<i>Commercial and Management Studies:</i> Accounting Business administration. <i>Communication:</i> Business Communication. <i>Mathematics:</i> Economics. Say it with figures (Month for Business)
<b>Length of course:</b>	<i>Minimum number of study hours per week per course: 6.</i> <i>Total number of weeks per course: 17.</i> <i>Total number of courses making up programmes: 14.</i>
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Face-to-face tutoring. <i>Least dominant:</i> None.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Student must have matriculation status.
<b>Number of students:</b>	
<b>Annual intake of DE students:</b>	On demand.
<b>Evaluation:</b>	
<i>Continuous assessment:</i>	Written assignments for submission.
<i>Final assessment:</i>	Written final examinations.
<b>Educational and employment arrangements for graduates:</b>	Leads to Degree in Commerce.

**Profile of students  
in this level:**

*By Educational Background:* Data not available.

<i>By Employment:</i>	(%)
Full-time public employees:	50.0
Full-time private employees:	50.0
Others:	-
<u>Total:</u>	<u>100.0</u>

*By types of career:* Data not available.

<i>By gender:</i>	(%)
Male:	70.0
Female:	30.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of  
certificate, diploma,  
and degree:**

No similar award is given by a non-distance education institution. This is a joint award offered by the University of Technology and the University of Papua New Guinea which are the only two institutions offering diploma studies in commerce.

## **PROGRAMME V: DIPLOMA IN TEACHING (PRIMARY)**

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<b>Level:</b>	Diploma.
<b>Courses of instruction:</b>	<i>Humanities:</i> Contemporary and cultural studies History: National Psychology. <i>Languages and literature:</i> Communication and Language. <i>Educational Studies:</i> Curriculum development Educational administration Educational policy analysis and management Educational psychology Secondary education Educational testing and evaluation Studies in teaching Foundation studies in education. <i>Services and Hospitality Science:</i> Library and information studies
<b>Length of course:</b>	<i>Minimum number of study hours per week per course: 6.</i> <i>Total number of weeks per course: 17.</i> <i>Total number of courses making up programmes: 8.</i>
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Face-to-face tutoring Telephone tutoring Face-to-face counselling. <i>Least dominant:</i> Tutorial via mailing Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Student must 1. have matriculation status 2. have a certificate in teaching 3. two years work experience.

**Number of students:** 30.

**Annual intake of DE students:** On demand.

**Evaluation:**  
*Continuous assessment:* Written assignments for submission.

*Final assessment:* Written final examinations.

**Educational and employment arrangements for graduates:** Opportunity to enroll in-service Bachelor of Education programme with credit points.

**Profile of students in this level:** *By Educational Background:* Data not available.

<i>By Employment:</i>	(%)
Full-time public employees:	95.0
Full-time private employees:	5.0
Others:	-
<u>Total:</u>	<u>100.0</u>

<i>By types of career:</i>	(%)
In-service training:	100.0
Others:	-
<u>Total:</u>	<u>100.0</u>

<i>By gender:</i>	(%)
Male:	90.0
Female:	10.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of certificate, diploma, and degree:** The award is accepted as it provides admission to educational degree studies as do Diplomas in Teaching obtained from non-distance institutions.

**PROGRAMME VI: BACHELOR OF EDUCATION DEGREE (IN-SERVICE)**

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<b>Level:</b>	First degree.
<b>Courses of instruction:</b>	<i>Humanities:</i> Contemporary and cultural studies History: National Psychology. <i>Languages and literature:</i> Language: English Communication and Language. <i>Educational Studies:</i> Curriculum development Foundation studies in education. <i>Social Science:</i> Economics.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course: 6.</i> <i>Total number of weeks per course: 17.</i> <i>Total number of courses making up programmes: 16.</i>
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Face-to-face tutoring Telephone tutoring Face-to-face counselling. <i>Least dominant:</i> Tutorial via mailing Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Student must 1. have matriculation status 2. have a Diploma in Teaching 3. two years work experience. 4. Be a citizen of Papua New Guinea.
<b>Number of students:</b>	58.
<b>Annual intake of DE students:</b>	On demand.

**Evaluation:**

*Continuous  
assessment:*

Written assignments for submission.

*Final  
assessment:*

Written final examinations.

**Educational and  
employment  
arrangements for  
graduates:**

None.

**Profile of students  
in this level:**

*By Educational Background:* Data not available.

*By Employment:* All are full-time public employees.

*By types of career:* All are in-service trainees.

<i>By gender:</i>	(%)
Male:	60.0
Female:	40.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of  
certificate, diploma,  
and degree:**

This degree is offered both in the external and full-time mode within the University. It is the only institution in Papua New Guinea offering such a degree. The two modes are equal in terms of courses, content and assessment.

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## EXTENSION SERVICES PACIFIC ADVENTIST COLLEGE

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### INSTITUTIONAL DATA

*Year of  
Establishment:* 1985.

*Name of Head:* **Mr. Kuresa Taga'i**

*Position:* *Chairman*

*Address:* Private Mail Bag  
Boroko  
Papua New Guinea.

*Telephone:* 281112

**Nature of institution:** Conventional institution with distance teaching department.

**Educational levels  
provided for  
DE programmes:**

1. Secondary (for adults)
2. Diploma/Certificate

<b>Titles and levels of DE programmes:</b>	<i>Title</i>	<i>Level</i>
	1. Preliminary Programme	Secondary (Adult)
	2. Associate Diploma in Administration	Diploma

**Governance:** A private, non-profit, religious conventional institution with a distance teaching department.

**Objectives:**

1. Personal development
2. Expansion of educational opportunity
3. Transition to conventional higher education institutions
4. Vocational development
5. Life-long recurrent education
6. Equality of educational opportunity
7. Training of skilled manpower
8. Religious and moral awareness.

**Sources of financial  
support of DE  
programmes:**

*Tuition and Fees:*  
The student pays all tuition expenses by himself/herself in the amount of US\$50-70 depending on the course.

*Budget:*  
Approximate annual budget was US\$26,000 (1993).



**Trends of development of DE resources and activities:**

*Expanded:*  
Distance education programmes (Diploma level)  
Study materials and textbooks.

*Decreased:* None.

*Stable:*  
Financial provision  
Teaching force  
Variety of courses offered  
Library resources  
Audio tapes.

*Not applicable:*  
Local study centres  
Telecommunication equipment  
Broadcast programmes  
Audio-visual aids  
Face-to-face sessions.

**Trends of enrollment in DE Programmes:**

Stable.

**Number of current DE students:**

120.

**Number of annual intake of DE students:**

No restrictions.

**Number of students currently enrolled in each DE level:**

<u>Level of Education</u>	<u>Enrollment Figure</u>
1. Secondary (Adults)	120
2. Diploma/Certificate	Not offered since 1987.

**Number of annual DE graduates:**

None. Students who are assessed by the Extension Services as having gained sufficient knowledge and skills from the programme are recommended for entry to full-time College programmes without necessarily having to complete the entire Preliminary Programme. Currently these are at PAC 16 (12% of on-campus students) regular full-time students who have come through the Extension Services Dept, or have done at least some upgrading with this Dept. There should be at least another ten in 1994.

**Accumulative number of DE graduates:**

None as such.

<b>Components of personnel in DE:</b>	A mix of full-time and part-time staff members.	
<b>Number of full-time staff:</b>	Academic: 2 Non-academic: 1 Total: 3.	
<b>Number of part-time staff:</b>	Academic: 4 (4 Markers) Total: 4.	
<b>Number of Courses and programmes:</b>	Number of courses offered: 9. Number of programmes offered: 2.	
<b>Production of teaching materials/media:</b>	Extension Services have "borrowed" two courses from the University of South Pacific and have engaged in some in-house course development consisting of a full-time academic member of the Extension Services who works with full-time academic on-campus staff to externalize existing on-campus courses. The externalization process involves the development of an outline of a course of study after it has been taught for a second time as an on-campus course. After the course has been taught for a third time as an on-campus course, more detail regarding content, work sheets and assessment procedures are incorporated into a draft distance course by the Extension Services staff members. The draft is given to the on-campus lecturer for appraisal and returned to the Extension Services for a final draft which is then submitted to the Academic Committee of PAC for approval.	
<b>Regional/Study Centres:</b>	None.	
<b>Overall student Profile:</b>		
<b>Age distribution:</b>	<i>Years:</i>	<i>Proportion (%)</i>
	Under 21	13.0
	Between 21-30	60.0
	Between 31-40	20.0
	Over 41-	7.0
	<u>Total:</u>	<u>100.0</u>
<b>Gender distribution:</b>	<i>Sex:</i>	<i>(%)</i>
	Male	60.0
	Female	40.0
	<u>Total:</u>	<u>100.0</u>
<b>Income Level:</b>	Data not available.	

<i>Geographical distribution:</i>	<i>Areas:</i>	<i>(%)</i>
	Urban	80.0
	Rural	20.0
	<u>Total:</u>	<u>100.0</u>

<b>Occupational and Ethnic Composition of DE Students:</b>	<i>Ethnic Composition:</i>	<i>(%)</i>
	From Papua New Guinea	60.0
	From Solomon Islands	20.0
	From Vanuatu	10.0
	From Other Pacific Islands	10.0
		<u>100.0</u>

*Occupational distribution:* Unknown.

**Future development:** Possible distance education development in the next 5-10 years are:  
(1) Introduce degrees in teaching and/or theology; (2) Establish study centres in Papua New Guinea, Solomon Islands, Fiji, and Vanuatu; and (3) Expansion of course development and use of audio-visual aids; (4) Multimedia Presentation of courses.

**Major obstacles for implementing distance education:** Problems are lack of personnel, funding, study centres and student support services (e.g cost of telephone communication with students or staff to correspond with students).

**Affiliation with regional and international DE organizations:** PNGADE-Papua New Guinea Association for Distance Education.  
PIRADE-Pacific Islands Region Assoc for DE.

**PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION** List of Programmes:  
1. Preliminary Programme  
2. Associate Diploma in Administration.

*Media:* Pint and audio-cassette

*Methods:* Correspondence by mail  
Some communications by phone and fax (principally PNG students)  
The others fax and mail.

*Evaluation:*  
Lack of funding has prevented the setting up of regional centres for

student support. Consequently our markers try to be as supportive as possible with their comments and letters. Uncertainty of College policies with regard to allocation of resources has also prevented this Department from surging ahead with its Preliminary Programme. Diploma-level courses will be available soon (1994-1995). However the targeted market is not likely to be more than a trickle. However these Diploma-level Dt courses can be used as DE courses for small Diploma-level classes or campus.

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## PROGRAMME I: *PRELIMINARY PROGRAMME (SECONDARY FOR ADULTS)*

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<b>Level:</b>	Secondary (for Adults).
<b>Courses of instruction:</b>	<i>Commercial and management studies:</i> Accountancy/Bookkeeping. <i>Languages and literature:</i> Language: English I, II. <i>Mathematics:</i> Mathematics for Grade 11-12. <i>Social Sciences:</i> Geography: global.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course:</i> Unspecified. <i>Total number of weeks per course:</i> Unspecified. <i>Total number of courses making up programmes:</i> 5.
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts <i>Dominant:</i> Tutoring via mail. <i>Least dominant:</i> Telephone tutoring fax communications. Face-to-face counselling Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Before entering the distance education program, the student must meet the following admission requirements: Completed at least Grade 10 of general education
<b>Number of students:</b>	120.
<b>Annual intake of DE students:</b>	No limit. Subject to demand.
<b>Evaluation:</b>	
<i>Continuous assessment:</i>	Written assignments for submission. 40% of Final Mark
<i>Final assessment:</i>	Written final examinations. 60% of Final Mark

**Educational and  
employment  
arrangements for  
graduates:**

Matriculation status to Pacific Adventist College.

**Profile of students  
in this level:**

*By Educational Background:* Data not available.

*By Employment:* Data not available.

*By types of career:* Data not available.

<i>By gender:</i>	(%)
Male:	60.0
Female:	40.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of  
certificate, diploma,  
and degree:**

A certificate of Attainment is issued at the successful completion of every course/subject. The final aim of most if not all students is to be accepted as regular on-campus students at PAC.

## PROGRAMME II: ASSOCIATE DIPLOMA IN ADMINISTRATION

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<b>Level:</b>	Diploma.
<b>Courses of instruction:</b>	<i>Commercial and management studies:</i> Accountancy/Bookkeeping Administration Business administration Management Personnel. <i>Languages and literature:</i> Language: communication skills.
<b>Length of course:</b>	<i>Minimum number of study hours per week per course:</i> Unspecified. <i>Total number of weeks per course:</i> Unspecified. <i>Total number of courses making up programmes:</i> 4.
<b>Media and methods:</b>	<i>Most dominant:</i> Printed correspondence texts. <i>Dominant:</i> Tutoring via mail Practical work. <i>Least dominant:</i> Telephone tutoring Face-to-face counselling Counselling by telephone.
<b>Language of instruction:</b>	English.
<b>Admission requirements:</b>	Before entering the distance education program, the student must: 1. Pass the PAC Entrance Exam 2. Reach the age level of 22 years.
<b>Number of students:</b>	114.
<b>Annual intake of DE students:</b>	Programme only offered in 1986/89.
<b>Evaluation:</b> <i>Continuous assessment:</i>	Written assignments for submission.

*Final  
assessment:*

Written final examinations.

**Educational and  
employment  
arrangements for  
graduates:**

Not applicable. Students are already employed. They take this Programme as an in-service training programme.

**Profile of students  
in this level:**

*By Educational Background:* Data not available.

*By Employment:* All in SDA church employ.

<i>By types of career:</i>	(%)
Ministers	40.0
Teachers	40.0
Accountants	20.0
<u>Total:</u>	<u>100.0</u>

<i>By gender:</i>	(%)
Men	95.0
Women	5.0
<u>Total:</u>	<u>100.0</u>

**Acceptance of  
certificate, diploma,  
and degree:**

A Diploma is issued to successful students during PAC's on-campus graduation programme.

\*SDA-Seventh day Adventist